

CREATIVE GAMES IN PRE-SCHOOL CHILDREN, THEIR DEVELOPMENT

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Annotation: *The state examines the role, types and characteristics of descriptive games for preschoolers. The teacher also talked about the games that are played with the products and their importance in raising children.*

Key words: *young generation, preschool institution, kindergarten children, explanatory games, learning, game, didactic games, mennat, role-playing games.*

The most important elements of modern education have been formed since ancient times. The purpose, content, form, methods and tools of teaching are traditional categories used to analyze the content of educational processes. It is these categories that act as the subject of pedagogical activity, organizing the educational process in a particular subject, specialty or specialty. The above-mentioned pedagogical categories serve as a factor that systematizes the patterns and criteria of purposeful pedagogical activity.

President Shavkat Mirziyoyev said in his speeches that "it is necessary to form and educate patriotic people who can independently think and act correctly" (1).

Indeed, it is impossible to create conditions for young people to become highly qualified specialists without using the achievements of modern science and technology and science in general.

Formation of the essence and content of education by solving the existing problems of educating the younger generation as a harmoniously developed personality, ensuring the effectiveness of education in accordance with modern requirements, bringing it to world standards, relying on national and universal values in the upbringing and improvement of the younger generation, enriching the rules and laws of the subject pedagogy of pre-school education on the basis of the rich experience of our people and the search for its new aspects are urgent problems of today. Also, solving the problem of further development of the system of lifelong education in conditions of independence poses a number of tasks for the subject of preschool education. The tasks of upbringing preschoolers are determined by their age and characteristics based on the personal goals of upbringing. The complex development of the personality of a preschool child consists of a complex of physical, mental, moral, labor and aesthetic education.

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In this area, oral creativity of the peoples of the East and West, great thinkers, teachers and scientists in the field of education.

It is very valuable for us to study the process of educating a literate person, studying and analyzing his ideas:

- A future educator connecting the principles, methods and techniques of education legislation with the practical life of kindergartens.
- to solve the problem of training future teachers by in-depth study of teacher training and management and leadership in public education;
- Implementation of the integrated development of children in preschool institutions in close cooperation with the family. Research in such tasks:
 - Firstly, it supports and strengthens the health of children, ensures their physical development;
 - secondly, develops interest and skills in science;
 - thirdly, it fosters such positive qualities as love for the Motherland, nature, Motherland, respect for the elderly, friendship and community, kindness, moral culture, independence, organization and discipline, hard work;
 - Fourthly, he is engaged in aesthetic education. In recent years, scientific and pedagogical research on physical, mental, moral, labor and aesthetic education has shown the need to determine the tasks of educating preschoolers, taking into account their psychophysiological capabilities.

Play is the main activity of kindergarten children, thanks to which the child is formed as a person. The game determines the level of the child's future education, work, attitude to work. Since ancient times, the game has attracted the attention of teachers, psychologists, philosophers, ethnographers, art historians. The game originated in the days of the primitive collective system, which stands after labor in the life of society and determines its content. Representatives of the primitive community reflected hunting, war, and agriculture in their games. In some cases, the game is launched out of a desire to work. The child imitates the work of an adult before playing.

Then he participates in their work. The game prepares the younger generation for work. This understanding of children's play was first described by K.D. Ushinsky (2).

In his works, he writes that the content of children's games is determined by their impressions of life, which affects the formation of their personality.

This idea is confirmed by P.F. Liegaft, who claims that children reflect their experiences of their surroundings in play. Such activities are of great importance in the development of the child. Although play has a special place in the life of adults, scientists and educators have proven through their observations and scientific research that it has a special meaning for children. When guiding the play of children, teachers must observe the following rules:

1. Establish the right relationship between play and work.
2. Education in children of the physical and mental qualities inherent in the future workforce in the game.

Play plays an important role in the system of physical education of children, in the educational work of a kindergarten in the moral, labor and aesthetic aspects. The game satisfies the needs and requirements of a young organism. The vital activity has been created. Solidarity, freshness, cheerfulness are brought up. Play is inextricably linked to learning and teaching, as well as observing everyday life, and has great educational value. There is an interest in studying what is reflected in the game; often the game serves to give children new knowledge and expand their horizons, the amount of knowledge. Children's games are varied. They differ in their content and organization, as well as in the types of elements used. All this makes the categorization of children's games extremely subtle, but it is definitely necessary to group them in order to control the games.

In pedagogy, dividing games into two large groups is a very common creative rule-based game.

The content of creative games is invented by the children themselves and reflects their impressions, ideas about being and their relationship to it. On the other hand, ordinary games are created by adults and introduced into the child's life. Depending on the complexity of the content rules, they will be designed for children of different ages. A large group of ready-made rule games are folk games, many of which are passed down from generation to generation, and both groups of games that have come down to us have their own varied forms. The group of creative games consists of role-playing games with a storyline. Games are conventionally divided into didactic and musical in terms of content and rules, educational changes. In didactic games, first of all, the mental activity of children develops, their knowledge deepens and expands, various movements of children are improved in motor games, musical abilities are developed in musical games, and so on.

So, each game has its own unique qualities, but they also have a number of things in common.

Game is a type of child's activity. Therefore, as in activity, it has the following characteristics: the presence of a goal, planned actions, the presence of a result. N.K. Krupskaya showed that as children develop, the nature of the goal she sets for herself in play also changes, and that children gradually move from imitative actions to well-thought-out goals. The child chooses partners for himself to achieve his goal in the game, finds the necessary toys, performs certain actions and behaviors during the game. As in other types of activity, the whole personality of the child, his mental cognitive processes, will, feelings and emotions, needs and interests are involved in the play process; in the game the child actively moves, speaks, applies his knowledge. The game has its own character. Play is a free and independent activity that arises on the basis of a child's personal initiative, characterized by his active creative ability and a spirit of high sensitivity.

The game starts in the morning before breakfast (15-20 minutes) and is carried out after breakfast, between classes, in nature, after going to bed. In the morning, it is recommended to organize role-playing games, building up, action. Also, in the intervals between workouts, mobile, ordinary games are held. Outdoor games include running, throwing, sliding, and regular games (white poplar, blue poplar, mother she-wolf, etc.).

Daytime nap games include building games, storytelling, role play, didactic games, and more.

Creative games include story-driven RPGs, staging games, and visual games. Creative games reflect children's experiences of their surroundings. Creative play is an independent play of children, the content of which the children invent themselves. In this game, children's freedom, independence, organization and creativity are fully manifested.

A role-playing game is an activity that reflects its nature. The life and activities of adults and their peers around them serve as the source of the content of this game. The plot of the game - events, events and their actions associated with their actions, relationships, create a feeling of joy, therefore, it maintains the child's interest and good mood, the child's activity in the body improves. Play also plays an important role in a child's mental development. Children also need certain tools to play. For example: children's promotions, toys and other materials. Many activities of children are related to construction. They spend hours building locomotives, steam locomotives, electric locomotives, trying to make them look like the original.

Toys are also educational tools. The toy complements the child's action, helping to bring to life the image and idea of which he is thinking. For example: a girl holding a doll in her arms feels like a mother and does what real mothers do: feed her, dress her, put her to bed, and so on. Children play very well in their play, naming certain things after what they want and assuming the same. For example, you can name sand, sugar, seat, car. Thus, play as a social activity performs certain functions in society. This greatly contributes to the development of the child's personality.

Thus, play as a social activity performs certain functions in society. This greatly contributes to the development of the child's personality. In their play activities, children strive to reflect all aspects of our meaningful life, which is moving forward with rapid strides. Through games, you can cultivate socially useful, that is, high human qualities in them. In addition, if we observe the play activity of children from the outside, we see that all their personal qualities are clearly reflected in the play process. This is why children's games are a very handy tool for individualized learning. The game prepares children for educational activities. Correct and effective use of play activities in organizations of preschool education increases the effectiveness of each lesson and information and educational

activities. Game activity is carried out in various forms in the direction of event-performing, motor, educational, musical and educational. For play to be interesting and meaningful for children, the educator must be familiar with the rules of play. Play also fosters qualities in children such as friendship, camaraderie, a sense of duty, and community. During the game, the child develops as a person. According to research scientists, by guiding children's play in all respects, they can see the influence of the content, organization, structure of play, moral relations between children, the development and improvement of play. Even in preschool children, games play an important role in the development of speech and the formation of creative thinking, thanks to games, children's thinking expands, and their interests develop. Children always imitate adults.

In their hearts through professional games such as "Kindergarten", "School - School", "Doctor", "Hairdresser" such qualities as interest in the profession, activity, respect for other people's work, kindness and solidarity, sweetness are formed. , "Builder", "Tailors". Looking back into history, we see that our ancestors from time immemorial paid serious attention to outdoor games, which had a positive effect on physical fitness and health. Because through active play, children develop the spirit of agility, agility, concentration, sensitivity and self-confidence.

The organization of such games awakens in children a sense of rivalry, rivalry. The games that the teacher plays in the classroom help the child grow up independent, active and creative. Only when games are conducted through demonstration, from simple to complex methods, the child's movements become more active during play, the ability to move independently is formed, and if used correctly, the child's thinking, speech, memory, that is, mental education. established. With the help of games, children through the auditory, visual and sensory organs learn the functions of various objects and materials from which they are made, compare them with each other, group them. The role of games is invaluable in strengthening, deepening and expanding the knowledge, understanding and imagination acquired by the child in the lessons.

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